

1     **“PART D—NATIONAL ACTIVITIES TO IMPROVE**  
2     **EDUCATION OF CHILDREN WITH DISABILITIES**  
3     **“SEC. 650. FINDINGS.**

4         “Congress finds the following:

5             “(1) The Federal Government has an ongoing  
6             obligation to support activities that contribute to  
7             positive results for children with disabilities, ena-  
8             bling them to lead productive and independent adult  
9             lives.

10            “(2) Systemic change benefiting all students,  
11            including children with disabilities, requires the in-  
12            volvement of States, local educational agencies, par-  
13            ents, individuals with disabilities and their families,  
14            teachers and other service providers, and other inter-  
15            ested individuals and organizations to develop and  
16            implement comprehensive strategies that improve  
17            educational results for children with disabilities.

18            “(3) State educational agencies, in partnership  
19            with local educational agencies, parents of children  
20            with disabilities, and other individuals and organiza-  
21            tions, are in the best position to improve education  
22            for children with disabilities and to address their  
23            special needs.

24            “(4) An effective educational system serving  
25            students with disabilities should—

1           “(A) maintain high academic achievement  
2 standards and clear performance goals for chil-  
3 dren with disabilities, consistent with the stand-  
4 ards and expectations for all students in the  
5 educational system, and provide for appropriate  
6 and effective strategies and methods to ensure  
7 that all children with disabilities have the op-  
8 portunity to achieve those standards and goals;

9           “(B) clearly define, in objective, measur-  
10 able terms, the school and post-school results  
11 that children with disabilities are expected to  
12 achieve; and

13           “(C) promote transition services as de-  
14 scribed in section 602(33) and coordinate State  
15 and local education, social, health, mental  
16 health, and other services, in addressing the full  
17 range of student needs, particularly the needs  
18 of children with disabilities who need significant  
19 levels of support to participate and learn in  
20 school and the community.

21           “(5) The availability of an adequate number of  
22 qualified personnel is critical to serve effectively chil-  
23 dren with disabilities, to assume leadership positions  
24 in administration and direct services, to provide

1 teacher training, and to conduct high quality re-  
2 search to improve special education.

3 “(6) High quality, comprehensive professional  
4 development programs are essential to ensure that  
5 the persons responsible for the education or transi-  
6 tion of children with disabilities possess the skills  
7 and knowledge necessary to address the educational  
8 and related needs of those children.

9 “(7) Models of professional development should  
10 be scientifically based and reflect successful prac-  
11 tices, including strategies for recruiting, preparing,  
12 and retaining personnel.

13 “(8) Continued support is essential for the de-  
14 velopment and maintenance of a coordinated and  
15 high quality program of research to inform success-  
16 ful teaching practices and model curricula for edu-  
17 cating children with disabilities.

18 “(9) A comprehensive research agenda should  
19 be established and pursued to promote the highest  
20 quality and rigor in special education research, and  
21 to address the full range of issues facing children  
22 with disabilities, parents of children with disabilities,  
23 school personnel, and others.

24 “(10) Training, technical assistance, support,  
25 and dissemination activities are necessary to ensure

1       that parts B and C are fully implemented and  
2       achieve high quality early intervention, educational,  
3       and transitional results for children with disabilities  
4       and their families.

5               “(11) Parents, teachers, administrators, and re-  
6       lated services personnel need technical assistance  
7       and information in a timely, coordinated, and acces-  
8       sible manner in order to improve early intervention,  
9       educational, and transitional services and results at  
10      the State and local levels for children with disabil-  
11      ities and their families.

12              “(12) Parent training and information activities  
13      assist parents of a child with a disability in dealing  
14      with the multiple pressures of parenting such a child  
15      and are of particular importance in—

16              “(A) playing a vital role in creating and  
17      preserving constructive relationships between  
18      parents of children with disabilities and schools  
19      by facilitating open communication between the  
20      parents and schools; encouraging dispute reso-  
21      lution at the earliest possible point in time; and  
22      discouraging the escalation of an adversarial  
23      process between the parents and schools;

24              “(B) ensuring the involvement of parents  
25      in planning and decisionmaking with respect to

1 early intervention, educational, and transitional  
2 services;

3 “(C) achieving high quality early interven-  
4 tion, educational, and transitional results for  
5 children with disabilities;

6 “(D) providing such parents information  
7 on their rights, protections, and responsibilities  
8 under this Act to ensure improved early inter-  
9 vention, educational, and transitional results for  
10 children with disabilities;

11 “(E) assisting such parents in the develop-  
12 ment of skills to participate effectively in the  
13 education and development of their children and  
14 in the transitions described in section  
15 673(b)(6);

16 “(F) supporting the roles of such parents  
17 as participants within partnerships seeking to  
18 improve early intervention, educational, and  
19 transitional services and results for children  
20 with disabilities and their families; and

21 “(G) supporting such parents who may  
22 have limited access to services and supports,  
23 due to economic, cultural, or linguistic barriers.

24 “(13) Support is needed to improve techno-  
25 logical resources and integrate technology, including

1 universally designed technologies, into the lives of  
2 children with disabilities, parents of children with  
3 disabilities, school personnel, and others through  
4 curricula, services, and assistive technologies.

5 **“Subpart 1—State Personnel Preparation and**  
6 **Professional Development Grants**

7 **“SEC. 651. PURPOSE; DEFINITION; PROGRAM AUTHORITY.**

8 “(a) PURPOSE.—The purpose of this subpart is to  
9 assist State educational agencies in reforming and improv-  
10 ing their systems for personnel preparation and profes-  
11 sional development in early intervention, educational, and  
12 transition services in order to improve results for children  
13 with disabilities.

14 “(b) DEFINITION.—In this subpart, the term ‘per-  
15 sonnel’ means special education teachers, regular edu-  
16 cation teachers, principals, administrators, related services  
17 personnel, paraprofessionals, and early intervention per-  
18 sonnel serving infants, toddlers, preschoolers, or children  
19 with disabilities, except where a particular category of per-  
20 sonnel, such as related services personnel, is identified.

21 “(c) COMPETITIVE GRANTS.—

22 “(1) IN GENERAL.—Except as provided in sub-  
23 section (d), for any fiscal year for which the amount  
24 appropriated under section 655 is less than  
25 \$100,000,000, the Secretary shall award grants, on

1 a competitive basis, to State educational agencies to  
2 carry out the activities described in the State plan  
3 submitted under section 653.

4 “(2) PRIORITY.—In awarding grants under  
5 paragraph (1), the Secretary may give priority to  
6 State educational agencies that—

7 “(A) are in States with the greatest per-  
8 sonnel shortages; or

9 “(B) demonstrate the greatest difficulty  
10 meeting the requirements of section 612(a)(14).

11 “(3) MINIMUM.—The Secretary shall make a  
12 grant to each State educational agency selected  
13 under paragraph (1) in an amount for each fiscal  
14 year that is—

15 “(A) not less than \$500,000, nor more  
16 than \$4,000,000, in the case of the 50 States,  
17 the District of Columbia, and the Common-  
18 wealth of Puerto Rico; and

19 “(B) not less than \$80,000 in the case of  
20 an outlying area.

21 “(4) INCREASES.—The Secretary may increase  
22 the amounts under in paragraph (3) to account for  
23 inflation.

1           “(5) FACTORS.—The Secretary shall set the  
2           amount of each grant under paragraph (1) after  
3           considering—

4                   “(A) the amount of funds available for  
5                   making the grants;

6                   “(B) the relative population of the State or  
7                   outlying area;

8                   “(C) the types of activities proposed by the  
9                   State or outlying area;

10                  “(D) the alignment of proposed activities  
11                  with section 612(a)(14);

12                  “(E) the alignment of proposed activities  
13                  with the State plans and applications submitted  
14                  under sections 1111 and 2112, respectively, of  
15                  the Elementary and Secondary Education Act  
16                  of 1965; and

17                  “(F) the use, as appropriate, of scientif-  
18                  ically based activities.

19           “(d) FORMULA GRANTS.—

20                   “(1) IN GENERAL.—Except as provided in para-  
21                   graphs (2) and (3), for the first fiscal year for which  
22                   the amount appropriated under section 655 is equal  
23                   to or greater than \$100,000,000, and for each fiscal  
24                   year thereafter, the Secretary shall allot to each  
25                   State educational agency, whose application meets



1 the requirements of this subpart, an amount that  
2 bears the same relation to the amount appropriated  
3 as the amount the State received under section  
4 611(d) for that fiscal year bears to the amount of  
5 funds received by all States (whose applications meet  
6 the requirements of this subpart) under section  
7 611(d) for that fiscal year.

8 “(2) MINIMUM ALLOTMENTS FOR STATES THAT  
9 RECEIVED COMPETITIVE GRANTS.—

10 “(A) IN GENERAL.—The amount allotted  
11 under this subsection to any State that received  
12 a competitive multi-year grant under subsection  
13 (c) for which the grant period has not expired  
14 shall be at least the amount specified for that  
15 fiscal year in the State’s grant award document  
16 under that subsection.

17 “(B) SPECIAL RULE.—Each such State  
18 shall use the minimum amount described in  
19 subparagraph (A) for the activities described in  
20 its competitive grant award document for that  
21 year, unless the Secretary approves a request  
22 from the State to spend the funds on other ac-  
23 tivities.

24 “(3) MINIMUM ALLOTMENT.—The amount of  
25 any State educational agency’s allotment under this

1 subsection for any fiscal year shall not be less  
2 than—

3 “(A) the greater of \$500,000 or  $\frac{1}{2}$  of 1  
4 percent of the total amount available under this  
5 subsection for that year, in the case of each of  
6 the 50 States, the District of Columbia, and the  
7 Commonwealth of Puerto Rico; and

8 “(B) \$80,000, in the case of an outlying  
9 area.

10 **“SEC. 652. ELIGIBILITY AND COLLABORATIVE PROCESS.**

11 “(a) ELIGIBLE APPLICANTS.—A State educational  
12 agency may apply for a grant under this subpart for a  
13 grant period of not less than 1 year and not more than  
14 5 years.

15 “(b) PARTNERS.—

16 “(1) IN GENERAL.—In order to be considered  
17 for a grant under this subpart, a State educational  
18 agency shall establish a partnership with local edu-  
19 cational agencies and other State agencies involved  
20 in, or concerned with, the education of children with  
21 disabilities, including institutions of higher education  
22 and the State agencies responsible for administering  
23 part C, child care, and vocational rehabilitation.

24 “(2) OTHER PARTNERS.—In order to be consid-  
25 ered for a grant under this subpart, a State edu-

1        cational agency shall work in partnership with other  
2        persons and organizations involved in, and concerned  
3        with, the education of children with disabilities,  
4        which may include—

5                “(A) the Governor;

6                “(B) parents of children with disabilities  
7        ages birth through 26;

8                “(C) parents of nondisabled children ages  
9        birth through 26;

10               “(D) individuals with disabilities;

11               “(E) parent training and information cen-  
12        ters or community parent resource centers  
13        funded under sections 671 and 672, respec-  
14        tively;

15               “(F) community based and other nonprofit  
16        organizations involved in the education and em-  
17        ployment of individuals with disabilities;

18               “(G) general and special education teach-  
19        ers, paraprofessionals, related services per-  
20        sonnel, and early intervention personnel;

21               “(H) the State advisory panel established  
22        under part B;

23               “(I) the State interagency coordinating  
24        council established under part C;

1                   “(J) individuals knowledgeable about voca-  
2                   tional education;

3                   “(K) the State agency for higher edu-  
4                   cation;

5                   “(L) public agencies with jurisdiction in  
6                   the areas of health, mental health, social serv-  
7                   ices, and juvenile justice;

8                   “(M) other providers of professional devel-  
9                   opment that work with infants, toddlers, pre-  
10                  schoolers, and children with disabilities; and

11                  “(N) other individuals.

12   **“SEC. 653. APPLICATIONS.**

13                  “(a) IN GENERAL.—

14                  “(1) SUBMISSION.—A State educational agency  
15                  that desires to receive a grant under this subpart  
16                  shall submit to the Secretary an application at such  
17                  time, in such manner, and including such informa-  
18                  tion as the Secretary may require.

19                  “(2) STATE PLAN.—The application shall in-  
20                  clude a plan that identifies and addresses the State  
21                  and local needs for the personnel preparation and  
22                  professional development of administrators, prin-  
23                  cipals, and teachers, as well as individuals who pro-  
24                  vide direct supplementary aids and services to chil-  
25                  dren with disabilities, and that—

1 “(A) is designed to enable the State to  
2 meet the requirements of section 612(a)(14);

3 “(B) is based on an assessment of State  
4 and local needs that identifies critical aspects  
5 and areas in need of improvement related to the  
6 preparation, ongoing training, and professional  
7 development of personnel that serve infants,  
8 toddlers, preschoolers, and children with disabili-  
9 ties within the State, including—

10 “(i) current and anticipated personnel  
11 vacancies and shortages; and

12 “(ii) the number of preservice pro-  
13 grams; and

14 “(C) is integrated and aligned, to the max-  
15 imum extent possible, with State plans and ac-  
16 tivities under the Elementary and Secondary  
17 Education Act of 1965, the Rehabilitation Act  
18 of 1973, and the Higher Education Act of  
19 1965.

20 “(3) REQUIREMENT.—The State application  
21 shall contain an assurance that the State edu-  
22 cational agency will carry out each of the strategies  
23 described in subsection (b)(4).

24 “(b) ELEMENTS OF STATE PERSONNEL PREPARA-  
25 TION AND PROFESSIONAL DEVELOPMENT PLAN.—Each

1 professional development plan under subsection (a)(2)  
2 shall—

3 “(1) describe a partnership agreement that is in  
4 effect for the period of the grant, which agreement  
5 shall specify—

6 “(A) the nature and extent of the partner-  
7 ship described in section 652(b) and the respec-  
8 tive roles of each member of the partnership;  
9 and

10 “(B) how the State will work with other  
11 persons and organizations involved in, and con-  
12 cerned with, the education of children with dis-  
13 abilities, including the respective roles of each  
14 of the persons and organizations;

15 “(2) describe how the strategies and activities  
16 described in paragraph (4) will be coordinated with  
17 other public resources (including part B and part C  
18 funds retained for use at the State level for per-  
19 sonnel and professional development purposes) and  
20 private resources;

21 “(3) describe how the State will align its profes-  
22 sional development plan under this subpart with the  
23 plan and application submitted under sections 1111  
24 and 2112, respectively, of the Elementary and Sec-  
25 ondary Education Act of 1965;

1           “(4) describe what strategies the State will use  
2           to address the professional development and per-  
3           sonnel needs identified under subsection (a)(2) and  
4           how those strategies will be implemented,  
5           including—

6                   “(A) a description of the preservice and in-  
7                   service programs and activities to be supported  
8                   under this subpart that will provide personnel  
9                   with the knowledge and skills to meet the needs  
10                  of, and improve the performance and achieve-  
11                  ment of, infants, toddlers, preschoolers, and  
12                  children with disabilities; and

13                   “(B) how such strategies shall be inte-  
14                   grated, to the maximum extent possible, with  
15                   other activities supported by grants funded  
16                   under this part, including those under section  
17                  664;

18           “(5) provide an assurance that the State will  
19           provide technical assistance to local educational  
20           agencies to improve the quality of professional devel-  
21           opment available to meet the needs of personnel who  
22           serve children with disabilities;

23           “(6) provide an assurance that the State will  
24           provide technical assistance to entities that provide  
25           services to infants and toddlers with disabilities to

1 improve the quality of professional development  
2 available to meet the needs of personnel serving such  
3 children;

4 “(7) describe how the State will recruit and re-  
5 tain highly qualified teachers and other qualified  
6 personnel in geographic areas of greatest need;

7 “(8) describe the steps the State will take to  
8 ensure that poor and minority children are not  
9 taught at higher rates by teachers who are not high-  
10 ly qualified; and

11 “(9) describe how the State will assess, on a  
12 regular basis, the extent to which the strategies im-  
13 plemented under this subpart have been effective in  
14 meeting the performance goals described in section  
15 612(a)(15).

16 “(c) PEER REVIEW.—

17 “(1) IN GENERAL.—The Secretary shall use a  
18 panel of experts who are competent, by virtue of  
19 their training, expertise, or experience, to evaluate  
20 applications for grants under section 651(c)(1).

21 “(2) COMPOSITION OF PANEL.—A majority of a  
22 panel described in paragraph (1) shall be composed  
23 of individuals who are not employees of the Federal  
24 Government.



1           “(3) PAYMENT OF FEES AND EXPENSES OF  
2           CERTAIN MEMBERS.—The Secretary may use avail-  
3           able funds appropriated to carry out this subpart to  
4           pay the expenses and fees of panel members who are  
5           not employees of the Federal Government.

6           “(d) REPORTING PROCEDURES.—Each State edu-  
7           cational agency that receives a grant under this subpart  
8           shall submit annual performance reports to the Secretary.  
9           The reports shall describe the progress of the State in im-  
10          plementing its plan and analyze the effectiveness of the  
11          State’s activities under this subpart.

12       **“SEC. 654. USE OF FUNDS.**

13           “(a) PROFESSIONAL DEVELOPMENT ACTIVITIES.—A  
14          State educational agency that receives a grant under this  
15          subpart shall use the grant funds to support activities in  
16          accordance with the State’s plan described in section 653,  
17          including 1 or more of the following:

18           “(1) Carrying out programs that provide sup-  
19          port to both special education and regular education  
20          teachers of children with disabilities and principals,  
21          such as programs that—

22           “(A) provide teacher mentoring, team  
23          teaching, reduced class schedules and case  
24          loads, and intensive professional development;  
25          and

1           “(B) use standards or assessments for  
2           guiding beginning teachers that are consistent  
3           with challenging State student academic  
4           achievement and functional standards and with  
5           the requirements for professional development  
6           as defined in section 9101(34) of the Elemen-  
7           tary and Secondary Education Act of 1965.

8           “(2) Encouraging and supporting the training  
9           of special education and regular education teachers  
10          and administrators to effectively use and integrate  
11          technology—

12               “(A) into curricula and instruction, includ-  
13               ing training to improve the ability to collect,  
14               manage, and analyze data to improve teaching,  
15               decisionmaking, school improvement efforts,  
16               and accountability;

17               “(B) to enhance learning by children with  
18               disabilities; and

19               “(C) to effectively communicate with par-  
20               ents.

21           “(3) Providing professional development activi-  
22          ties that—

23               “(A) improve the knowledge of special edu-  
24               cation and regular education teachers  
25               concerning—

1 “(i) the academic and developmental  
2 or functional needs of students with dis-  
3 abilities; or

4 “(ii) effective instructional strategies,  
5 methods, and skills, and the use of State  
6 academic content standards and student  
7 academic achievement and functional  
8 standards, and State assessments, to im-  
9 prove teaching practices and student aca-  
10 demic achievement;

11 “(B) improve the knowledge of special edu-  
12 cation and regular education teachers and prin-  
13 cipals and, in appropriate cases, paraprofes-  
14 sionals, concerning effective instructional prac-  
15 tices and that—

16 “(i) provide training in how to teach  
17 and address the needs of children with dif-  
18 ferent learning styles and children with  
19 limited English proficiency;

20 “(ii) involve collaborative groups of  
21 teachers and administrators;

22 “(iii) provide training in methods of—

23 “(I) positive behavior interven-  
24 tions and supports to improve student  
25 behavior in the classroom;

1 “(II) scientifically based reading  
2 instruction, including early literacy in-  
3 struction;

4 “(III) early and appropriate  
5 interventions to identify and help chil-  
6 dren with disabilities;

7 “(IV) effective instruction for  
8 children with low incidence disabil-  
9 ities;

10 “(V) successful transitioning to  
11 postsecondary opportunities; and

12 “(VI) using classroom-based  
13 techniques to assist children prior to  
14 referral for special education;

15 “(iv) provide training to enable per-  
16 sonnel to work with and involve parents in  
17 their child’s education, including parents of  
18 low income and limited English proficient  
19 children with disabilities;

20 “(v) provide training for special edu-  
21 cation personnel and regular education  
22 personnel in planning, developing, and im-  
23 plementing effective and appropriate IEPs;  
24 and

1                   “(vi) providing training to meet the  
2                   needs of students with significant health,  
3                   mobility, or behavioral needs prior to serv-  
4                   ing such students; and

5                   “(C) train administrators, principals, and  
6                   other relevant school personnel in conducting  
7                   effective IEP meetings.

8                   “(4) Developing and implementing initiatives to  
9                   promote the recruitment and retention of highly  
10                  qualified special education teachers, particularly ini-  
11                  tiatives that have been proven effective in recruit-  
12                  ment and retaining highly qualified teachers, includ-  
13                  ing programs that provide—

14                  “(A) teacher mentoring from exemplary  
15                  special education teachers, principals, or super-  
16                  intendents;

17                  “(B) induction and support for special  
18                  education teachers during their first 3 years of  
19                  employment as teachers; or

20                  “(C) incentives, including financial incen-  
21                  tives, to retain special education teachers who  
22                  have a record of success in helping students  
23                  with disabilities.

1           “(5) Carrying out programs and activities that  
2           are designed to improve the quality of personnel who  
3           serve children with disabilities, such as—

4                   “(A) innovative professional development  
5           programs (which may be provided through part-  
6           nerships that include institutions of higher edu-  
7           cation), including programs that train teachers  
8           and principals to integrate technology into cur-  
9           ricula and instruction to improve teaching,  
10          learning, and technology literacy, which profes-  
11          sional development shall be consistent with the  
12          definition of professional development described  
13          in section 9101(34) of the Elementary and Sec-  
14          ondary Education Act of 1965; and

15                   “(B) the development and use of proven,  
16          cost effective strategies for the implementation  
17          of professional development activities, such as  
18          through the use of technology and distance  
19          learning.

20          “(b) OTHER ACTIVITIES.—A State educational agen-  
21          cy that receives a grant under this subpart shall use the  
22          grant funds to support activities in accordance with the  
23          State’s plan described in section 653, including 1 or more  
24          of the following:

1           “(1) Reforming special education and regular  
2           education teacher certification (including recertifi-  
3           cation) or licensing requirements to ensure that—

4                   “(A) special education and regular edu-  
5           cation teachers have—

6                           “(i) the training and information nec-  
7                           essary to address the full range of needs of  
8                           children with disabilities across disability  
9                           categories; and

10                           “(ii) the necessary subject matter  
11                           knowledge and teaching skills in the aca-  
12                           demic subjects that they teach;

13                   “(B) special education and regular edu-  
14           cation teacher certification (including recertifi-  
15           cation) or licensing requirements are aligned  
16           with challenging State academic content stand-  
17           ards; and

18                   “(C) special education and regular edu-  
19           cation teachers have the subject matter knowl-  
20           edge and teaching skills, including technology  
21           literacy, necessary to help students meet chal-  
22           lenging State student academic achievement  
23           and functional standards.

24           “(2) Programs that establish, expand, or im-  
25           prove alternative routes for State certification of

1 special education teachers for highly qualified indi-  
2 viduals with a baccalaureate or master's degree, in-  
3 cluding mid-career professionals from other occupa-  
4 tions, paraprofessionals, and recent college or uni-  
5 versity graduates with records of academic distine-  
6 tion who demonstrate the potential to become highly  
7 effective special education teachers.

8 “(3) Teacher advancement initiatives for special  
9 education teachers that promote professional growth  
10 and emphasize multiple career paths (such as paths  
11 to becoming a career teacher, mentor teacher, or ex-  
12 emplary teacher) and pay differentiation.

13 “(4) Developing and implementing mechanisms  
14 to assist local educational agencies and schools in ef-  
15 fectively recruiting and retaining highly qualified  
16 special education teachers.

17 “(5) Reforming tenure systems, implementing  
18 teacher testing for subject matter knowledge, and  
19 implementing teacher testing for State certification  
20 or licensing, consistent with title II of the Higher  
21 Education Act of 1965.

22 “(6) Funding projects to promote reciprocity of  
23 teacher certification or licensing between or among  
24 States for special education teachers, except that no  
25 reciprocity agreement developed under this para-



1 graph or developed using funds provided under this  
2 subpart may lead to the weakening of any State  
3 teaching certification or licensing requirement.

4 “(7) Developing or assisting local educational  
5 agencies to serve children with disabilities through  
6 the development and use of proven, innovative strat-  
7 egies to deliver intensive professional development  
8 programs that are both cost effective and easily ac-  
9 cessible, such as strategies that involve delivery  
10 through the use of technology, peer networks, and  
11 distance learning.

12 “(8) Developing, or assisting local educational  
13 agencies in developing, merit based performance sys-  
14 tems, and strategies that provide differential and  
15 bonus pay for special education teachers.

16 “(9) Supporting activities that ensure that  
17 teachers are able to use challenging State academic  
18 content standards and student academic and func-  
19 tional achievement standards, and State assessments  
20 for all children with disabilities, to improve instruc-  
21 tional practices and improve the academic achieve-  
22 ment of children with disabilities.

23 “(10) When applicable, coordinating with, and  
24 expanding centers established under, section  
25 2113(c)(18) of the Elementary and Secondary Edu-

1 cation Act of 1965 to benefit special education  
2 teachers.

3 “(c) CONTRACTS AND SUBGRANTS.—Each such State  
4 educational agency—

5 “(1) shall award contracts or subgrants to local  
6 educational agencies, institutions of higher edu-  
7 cation, parent training and information centers, or  
8 community parent resource centers, as appropriate,  
9 to carry out its State plan under this subpart; and

10 “(2) may award contracts and subgrants to  
11 other public and private entities, including the lead  
12 agency under part C, to carry out such plan.

13 “(d) USE OF FUNDS FOR PROFESSIONAL DEVELOP-  
14 MENT.—A State educational agency that receives a grant  
15 under this subpart shall use—

16 “(1) not less than 75 percent of the funds the  
17 State educational agency receives under the grant  
18 for any fiscal year for activities under subsection (a);  
19 and

20 “(2) not more than 25 percent of the funds the  
21 State educational agency receives under the grant  
22 for any fiscal year for activities under subsection (b).

23 “(e) GRANTS TO OUTLYING AREAS.—Public Law 95–  
24 134, permitting the consolidation of grants to the outlying  
25 areas, shall not apply to funds received under this subpart.

1 **“SEC. 655. AUTHORIZATION OF APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out  
3 this subpart such sums as may be necessary for each of  
4 the fiscal years 2004 through 2009.

5 **“Subpart 2—Scientifically Based Research, Technical**  
6 **Assistance, Model Demonstration Projects, and**  
7 **Dissemination of Information**

8 **“SEC. 660. PURPOSE.**

9 “The purpose of this subpart is—

10 “(1) to provide Federal funding for scientif-  
11 ically based research, technical assistance, model  
12 demonstration projects, and information dissemina-  
13 tion to improve early intervention, educational, and  
14 transitional results for children with disabilities; and

15 “(2) to assist State educational agencies and  
16 local educational agencies in improving their edu-  
17 cation systems.

18 **“SEC. 661. ADMINISTRATIVE PROVISIONS.**

19 “(a) COMPREHENSIVE PLAN.—

20 “(1) IN GENERAL.—After receiving input from  
21 interested individuals with relevant expertise, the  
22 Secretary shall develop and implement a comprehen-  
23 sive plan for activities carried out under this subpart  
24 (other than activities assisted under sections 662  
25 and 665) in order to enhance the provision of early  
26 intervention, educational, related and transitional

1 services to children with disabilities under parts B  
2 and C. The plan shall be coordinated with the plan  
3 developed pursuant to section 662(d) and shall in-  
4 clude mechanisms to address early intervention, edu-  
5 cational, related service and transitional needs iden-  
6 tified by State educational agencies in applications  
7 submitted for State Personnel and Professional De-  
8 velopment grants under subpart 1.

9 “(2) PUBLIC COMMENT.—The Secretary shall  
10 provide a public comment period of at least 60 days  
11 on the plan.

12 “(3) DISTRIBUTION OF FUNDS.—In imple-  
13 menting the plan, the Secretary shall, to the extent  
14 appropriate, ensure that funds are awarded to re-  
15 cipients under this subpart, subpart 3, and subpart  
16 4 to carry out activities that benefit, directly or indi-  
17 rectly, children with the full range of disabilities and  
18 of all ages.

19 “(4) REPORTS TO CONGRESS.—The Secretary  
20 shall annually report to Congress on the Secretary’s  
21 activities under this subpart, including an initial re-  
22 port not later than 12 months after the date of en-  
23 actment of the Individuals with Disabilities Edu-  
24 cation Improvement Act of 2003.

25 “(b) ELIGIBLE APPLICANTS.—

1           “(1) IN GENERAL.—Except as otherwise pro-  
2       vided in this subpart, the following entities are eligi-  
3       ble to apply for a grant, contract, or cooperative  
4       agreement under this subpart:

5           “(A) A State educational agency.

6           “(B) A local educational agency.

7           “(C) A public charter school that is a local  
8       educational agency under State law.

9           “(D) An institution of higher education.

10          “(E) Any other public agency.

11          “(F) A private nonprofit organization.

12          “(G) An outlying area.

13          “(H) An Indian tribe or a tribal organiza-  
14       tion (as defined under section 4 of the Indian  
15       Self-Determination and Education Assistance  
16       Act).

17          “(I) A for-profit organization.

18          “(2) SPECIAL RULE.—The Secretary may limit  
19       the entities eligible for an award of a grant, con-  
20       tract, or cooperative agreement to 1 or more cat-  
21       egories of eligible entities described in paragraph  
22       (1).

23       “(c) SPECIAL POPULATIONS.—

24           “(1) APPLICATION REQUIREMENT.—In making  
25       an award of a grant, contract, or cooperative agree-

1       ment under this subpart, the Secretary shall, as ap-  
2       propriate, require an applicant to meet the criteria  
3       set forth by the Secretary under this subpart and  
4       demonstrate how the applicant will address the  
5       needs of children with disabilities from minority  
6       backgrounds.

7               “(2) OUTREACH AND TECHNICAL ASSIST-  
8       ANCE.—Notwithstanding any other provision of this  
9       Act other than paragraph (1), the Secretary shall re-  
10      serve at least 1 percent of the total amount of funds  
11      made available to carry out this subpart for 1 or  
12      both of the following activities:

13               “(A) To provide outreach and technical as-  
14      sistance to Historically Black Colleges and Uni-  
15      versities, and to institutions of higher education  
16      with minority enrollments of at least 25 per-  
17      cent, to promote the participation of such col-  
18      leges, universities, and institutions in activities  
19      under this subpart.

20               “(B) To enable Historically Black Colleges  
21      and Universities, and the institutions described  
22      in subparagraph (A), to assist other colleges,  
23      universities, institutions, and agencies in im-  
24      proving educational and transitional results for  
25      children with disabilities.

1                   “(C) RESERVATION OF FUNDS.—The Sec-  
2                   retary may reserve funds made available under  
3                   this subpart to satisfy the requirements of sub-  
4                   paragraphs (A) and (B).

5           “(d) PRIORITIES.—The Secretary, in making an  
6           award of a grant, contract, or cooperative agreement  
7           under this subpart, subpart 3, or subpart 4, may, without  
8           regard to the rulemaking procedures under section 553(a)  
9           of title 5, United States Code, limit competitions to, or  
10          otherwise give priority to—

11               “(1) projects that address 1 or more—

12                   “(A) age ranges;

13                   “(B) disabilities;

14                   “(C) school grades;

15                   “(D) types of educational placements or  
16           early intervention environments;

17                   “(E) types of services;

18                   “(F) content areas, such as reading; or

19                   “(G) effective strategies for helping chil-  
20           dren with disabilities learn appropriate behavior  
21           in the school and other community based edu-  
22           cational settings;

23               “(2) projects that address the needs of children  
24           based on the severity or incidence of their disability;

25               “(3) projects that address the needs of—

1 “(A) low achieving students;

2 “(B) underserved populations;

3 “(C) children from low income families;

4 “(D) limited English proficient children;

5 “(E) unserved and underserved areas;

6 “(F) rural or urban areas;

7 “(G) children whose behavior interferes

8 with their learning and socialization;

9 “(H) children with reading difficulties; or

10 “(I) children in charter schools;

11 “(4) projects to reduce inappropriate identifica-

12 tion of children as children with disabilities, particu-

13 larly among minority children;

14 “(5) projects that are carried out in particular

15 areas of the country, to ensure broad geographic

16 coverage;

17 “(6) projects that promote the development and

18 use of universally designed technologies, assistive

19 technology devices, and assistive technology services

20 to maximize children with disabilities’ access to and

21 participation in the general education curriculum;

22 and

23 “(7) any activity that is authorized in this sub-

24 part or subpart 3.



1       “(e) APPLICANT AND RECIPIENT RESPONSIBIL-  
2 ITIES.—

3               “(1) DEVELOPMENT AND ASSESSMENT OF  
4 PROJECTS.—The Secretary shall require that an ap-  
5 plicant for, and a recipient of, a grant, contract, or  
6 cooperative agreement for a project under this  
7 subpart—

8               “(A) involve individuals with disabilities or  
9 parents of individuals with disabilities ages  
10 birth through 26 in planning, implementing,  
11 and evaluating the project; and

12               “(B) where appropriate, determine whether  
13 the project has any potential for replication and  
14 adoption by other entities.

15               “(2) ADDITIONAL RESPONSIBILITIES.—The  
16 Secretary may require a recipient of a grant, con-  
17 tract, or cooperative agreement under this subpart  
18 to—

19               “(A) share in the cost of the project;

20               “(B) prepare any findings and products  
21 from the project in formats that are useful for  
22 specific audiences, including parents, adminis-  
23 trators, teachers, early intervention personnel,  
24 related services personnel, and individuals with  
25 disabilities;

1           “(C) disseminate such findings and prod-  
2           ucts; and

3           “(D) collaborate with other such recipients  
4           in carrying out subparagraphs (B) and (C).

5           “(f) APPLICATION MANAGEMENT.—

6           “(1) STANDING PANEL.—

7           “(A) IN GENERAL.—The Secretary shall  
8           establish and use a standing panel of experts  
9           who are competent, by virtue of their training,  
10          expertise, or experience, to evaluate applications  
11          under this subpart (other than applications for  
12          assistance under sections 662 and 665), sub-  
13          part 3, and subpart 4 that, individually, request  
14          more than \$75,000 per year in Federal finan-  
15          cial assistance.

16          “(B) MEMBERSHIP.—The standing panel  
17          shall include, at a minimum—

18               “(i) individuals who are representa-  
19               tives of institutions of higher education  
20               that plan, develop, and carry out high  
21               quality programs of personnel preparation;

22               “(ii) individuals who design and carry  
23               out scientifically based research targeted to  
24               the improvement of special education pro-  
25               grams and services;

1                   “(iii) individuals who have recognized  
2                   experience and knowledge necessary to in-  
3                   tegrate and apply scientifically based re-  
4                   search findings to improve educational and  
5                   transitional results for children with dis-  
6                   abilities;

7                   “(iv) individuals who administer pro-  
8                   grams at the State or local level in which  
9                   children with disabilities participate;

10                  “(v) individuals who prepare parents  
11                  of children with disabilities to participate  
12                  in making decisions about the education of  
13                  their children;

14                  “(vi) individuals who establish policies  
15                  that affect the delivery of services to chil-  
16                  dren with disabilities;

17                  “(vii) parents of children with disabil-  
18                  ities ages birth through 26 who are bene-  
19                  fitting, or have benefited, from coordinated  
20                  research, personnel preparation, and tech-  
21                  nical assistance; and

22                  “(viii) individuals with disabilities.

23                  “(C) TERM.—Unless approved by the Sec-  
24                  retary due to extenuating circumstances related  
25                  to shortages of experts in a particular area of

1 expertise or for a specific competition, no indi-  
2 vidual shall serve on the standing panel for  
3 more than 3 consecutive years.

4 “(2) PEER REVIEW PANELS FOR PARTICULAR  
5 COMPETITIONS.—

6 “(A) COMPOSITION.—The Secretary shall  
7 ensure that each sub panel selected from the  
8 standing panel that reviews applications under  
9 this subpart (other than sections 662 and 665),  
10 subpart 3, and subpart 4 includes—

11 “(i) individuals with knowledge and  
12 expertise on the issues addressed by the  
13 activities authorized by the relevant sub-  
14 part; and

15 “(ii) to the extent practicable, parents  
16 of children with disabilities ages birth  
17 through 26, individuals with disabilities,  
18 and persons from diverse backgrounds.

19 “(B) FEDERAL EMPLOYMENT LIMITA-  
20 TION.—A majority of the individuals on each  
21 sub panel that reviews an application under this  
22 subpart (other than an application under sec-  
23 tions 662 and 665), subpart 3, and subpart 4  
24 shall be individuals who are not employees of  
25 the Federal Government.

1           “(3) USE OF DISCRETIONARY FUNDS FOR AD-  
2       MINISTRATIVE PURPOSES.—

3           “(A) EXPENSES AND FEES OF NON-FED-  
4       ERAL PANEL MEMBERS.—The Secretary may  
5       use funds made available under this subpart,  
6       subpart 3, and subpart 4 to pay the expenses  
7       and fees of the panel members who are not offi-  
8       cers or employees of the Federal Government.

9           “(B) ADMINISTRATIVE SUPPORT.—The  
10       Secretary may use not more than 1 percent of  
11       the funds made available to carry out this sub-  
12       part, subpart 3, or subpart 4 to pay non-Fed-  
13       eral entities for administrative support related  
14       to management of applications submitted under  
15       this subpart.

16          “(4) AVAILABILITY OF CERTAIN PRODUCTS.—  
17       The Secretary shall ensure that recipients of grants,  
18       cooperative agreements, or contracts under this sub-  
19       part, subpart 3, and subpart 4 make available in  
20       formats that are accessible to individuals with dis-  
21       abilities any products developed under such grants,  
22       cooperative agreements, or contracts that the recipi-  
23       ent is making available to the public.

24          “(g) PROGRAM EVALUATION.—The Secretary may  
25       use funds made available to carry out this subpart, sub-

1 part 3, and subpart 4 to evaluate activities carried out  
2 under this subpart.

3 “(h) MINIMUM FUNDING REQUIRED.—

4 “(1) IN GENERAL.—Subject to paragraph (2),  
5 the Secretary shall ensure that, for each fiscal year,  
6 at least the following amounts are provided under  
7 this subpart and subpart 3 to address the following  
8 needs:

9 “(A) \$12,832,000 to address the edu-  
10 cational, related services, transitional, and early  
11 intervention needs of children with deaf-blind-  
12 ness.

13 “(B) \$4,000,000 to address the postsec-  
14 ondary, vocational, technical, continuing, and  
15 adult education needs of individuals with deaf-  
16 ness.

17 “(C) \$4,000,000 to address the edu-  
18 cational, related services, and transitional needs  
19 of children with an emotional disturbance and  
20 those who are at risk of developing an emo-  
21 tional disturbance.

22 “(2) RATABLE REDUCTION.—If the total  
23 amount appropriated to carry out sections 662, 664,  
24 and 674 for any fiscal year is less than

1       \$130,000,000, the amounts listed in paragraph (1)  
2       shall be ratably reduced.

3       “(i) ELIGIBILITY FOR FINANCIAL ASSISTANCE.—No  
4       State or local educational agency, or other public institu-  
5       tion or agency, may receive a grant or enter into a con-  
6       tract or cooperative agreement under this subpart that re-  
7       lates exclusively to programs, projects, and activities per-  
8       taining to children aged 3 through 5, inclusive, unless the  
9       State is eligible to receive a grant under section 619(b).

10    **“SEC. 662. RESEARCH COORDINATION TO IMPROVE RE-**  
11                   **SULTS FOR CHILDREN WITH DISABILITIES.**

12       “The Secretary shall coordinate research carried out  
13       under this subpart with research carried out under part  
14       E of the Education Sciences Reform Act of 2002.

15    **“SEC. 663. TECHNICAL ASSISTANCE, DEMONSTRATION**  
16                   **PROJECTS, DISSEMINATION OF INFORMA-**  
17                   **TION, AND IMPLEMENTATION OF SCIENTIF-**  
18                   **ICALLY BASED RESEARCH.**

19       “(a) IN GENERAL.—From amounts made available  
20       under section 675, the Secretary, on a competitive basis,  
21       shall award grants to, or enter into contracts or coopera-  
22       tive agreements with, eligible entities to provide technical  
23       assistance, carry out model demonstration projects, dis-  
24       seminate useful information, and implement activities that  
25       are supported by scientifically based research.

1       “(b) REQUIRED ACTIVITIES.—The Secretary shall  
2 support activities to improve services provided under this  
3 Act, including the practices of professionals and others in-  
4 volved in providing such services to children with disabil-  
5 ities, that promote academic achievement and functional  
6 performance to improve educational results and functional  
7 outcomes for children with disabilities through—

8           “(1) implementing effective strategies that are  
9 conducive to learning and for addressing inappro-  
10 priate behavior of students with disabilities in  
11 schools, including strategies to prevent children with  
12 emotional and behavioral problems from developing  
13 emotional disturbances that require the provision of  
14 special education and related services;

15           “(2) improving the alignment, compatibility,  
16 and development of valid and reliable assessment  
17 methods, including alternate assessment methods  
18 and evaluation methods, for assessing adequately  
19 yearly progress as described in section 1111(b)(2) of  
20 the Elementary and Secondary Education Act of  
21 1965;

22           “(3) providing information to both regular edu-  
23 cation teachers and special education teachers to ad-  
24 dress the different learning styles and disabilities of  
25 students;



1           “(4) disseminating information on innovative,  
2           effective, and efficient curricula, materials (including  
3           those that are universally designed), instructional  
4           approaches, and strategies that—

5                 “(A) support effective transitions between  
6           educational settings or from school to post-  
7           school settings;

8                 “(B) support effective inclusion of students  
9           with disabilities in general education settings,  
10          especially students with low-incidence disabili-  
11          ties; and

12                “(C) improve educational and transitional  
13          results at all levels of the educational system in  
14          which the activities are carried out and, in par-  
15          ticular, that improve the progress of children  
16          with disabilities, as measured by assessments  
17          within the general education curriculum in-  
18          volved; and

19                “(5) demonstrating and applying scientifically-  
20          based findings to facilitate systematic changes re-  
21          lated to the provision of services to children with dis-  
22          abilities.

23          “(c) AUTHORIZED ACTIVITIES.—Activities that may  
24          be carried out under this section include activities to im-  
25          prove services provided under this Act, including the prac-

1 tices of professionals and others involved in providing such  
2 services to children with disabilities, that promote aca-  
3 demic achievement and functional outcomes to improve re-  
4 sults for children with disabilities through—

5 “(1) supporting and promoting the coordination  
6 of early intervention, education, and transitional  
7 services for children with disabilities with services  
8 provided by health, rehabilitation, and social service  
9 agencies;

10 “(2) promoting improved alignment and com-  
11 patibility of general and special education reforms  
12 concerned with curriculum and instructional reform,  
13 and evaluating of such reforms;

14 “(3) enabling professionals, parents of children  
15 with disabilities, and other persons, to learn about,  
16 and implement, the findings of scientifically based  
17 research and effective practices relating to the provi-  
18 sion of services to children with disabilities;

19 “(4) disseminating information relating to suc-  
20 cessful approaches to overcoming systemic barriers  
21 to the effective and efficient delivery of early inter-  
22 vention, educational, and transitional services, to  
23 personnel who provide services to children with dis-  
24 abilities;

1           “(5) assisting States and local educational  
2 agencies with the process of planning systemic  
3 changes that will promote improved early interven-  
4 tion, educational, and transitional results for chil-  
5 dren with disabilities;

6           “(6) promoting change through a multi-State or  
7 regional framework that benefits States, local edu-  
8 cational agencies, and other participants in partner-  
9 ships that are in the process of achieving systemic  
10 change;

11          “(7) focusing on the needs and issues that are  
12 specific to a population of children with disabilities,  
13 such as providing single-State and multi-State tech-  
14 nical assistance and in-service training—

15           “(A) to schools and agencies serving deaf-  
16 blind children and their families;

17           “(B) to programs and agencies serving  
18 other groups of children with low-incidence dis-  
19 abilities and their families; and

20           “(C) to address the postsecondary edu-  
21 cation needs of individuals who are deaf or  
22 hard-of-hearing;

23          “(8) demonstrating models of personnel prepa-  
24 ration to ensure appropriate placements and services  
25 for all students with disabilities and to reduce

1       disproportionality in eligibility, placement, and dis-  
2       ciplinary actions for minority and limited English  
3       proficient children: and

4               “(9) disseminating information on how to re-  
5       duce racial and ethnic disproportionalities.

6       “(d) BALANCE AMONG DISABILITIES AND AGE  
7       RANGES.—In carrying out this section, the Secretary shall  
8       ensure that there is an appropriate balance across all age  
9       ranges and disabilities.

10       “(e) LINKING STATES TO INFORMATION SOURCES.—  
11       In carrying out this section, the Secretary may support  
12       projects that link States to technical assistance resources,  
13       including special education and general education re-  
14       sources, and may make research and related products  
15       available through libraries, electronic networks, parent  
16       training projects, and other information sources.

17       “(f) APPLICATIONS.—

18               “(1) IN GENERAL.—An eligible entity that de-  
19       sires to receive a grant, or to enter into a contract  
20       or cooperative agreement, under this section shall  
21       submit an application to the Secretary at such time,  
22       in such manner, and containing such information as  
23       the Secretary may require.

24               “(2) CONTENTS.—The Secretary may, as ap-  
25       propriate, require eligible entities to demonstrate

1       that the projects described in their applications are  
2       supported by scientifically based research that has  
3       been carried out in conjunction with the standards  
4       for the conduct and evaluation of all research and  
5       development established by the National Center for  
6       Education Research.

7               “(3) PRIORITY.—As appropriate, the Secretary  
8       shall give priority to applications that propose to  
9       serve teachers and school personnel directly in the  
10      school environment or that strengthen State and  
11      local agency capacity to improve instructional prac-  
12      tices of personnel to improve educational results for  
13      children with disabilities in the school environment.

14   **“SEC. 664. PERSONNEL DEVELOPMENT TO IMPROVE SERV-**  
15                   **ICES AND RESULTS FOR CHILDREN WITH DIS-**  
16                   **ABILITIES.**

17               “(a) IN GENERAL.—The Secretary, on a competitive  
18      basis, shall award grants to, or enter into contracts or co-  
19      operative agreements with, eligible entities for 1 or more  
20      of the following:

21               “(1) To help address State identified needs for  
22      highly qualified personnel in special education, re-  
23      lated services, early intervention, transition, and reg-  
24      ular education, to work with children with disabil-  
25      ities, consistent with the needs identified in the

1 State plan described in section 653(a)(2) and the  
2 standards described in section 612(a)(14).

3 “(2) To ensure that those personnel have the  
4 necessary skills and knowledge, derived from prac-  
5 tices that have been determined, through scientif-  
6 ically based research, to be successful in serving  
7 those children.

8 “(3) To encourage increased focus on aca-  
9 demics and core content areas in special education  
10 personnel preparation programs.

11 “(4) To ensure that regular education teachers  
12 have the necessary skills and knowledge to provide  
13 instruction to students with disabilities in the reg-  
14 ular education classroom.

15 “(5) To ensure that all special education teach-  
16 ers are highly qualified.

17 “(6) To ensure that preservice and in-service  
18 personnel preparation programs include training  
19 in—

20 “(A) the use of new technologies;

21 “(B) the area of early intervention, edu-  
22 cational, and transition services;

23 “(C) effectively involving parents; and

24 “(D) positive behavior supports.

1           “(7) To provide high-quality professional devel-  
2           opment for principals, superintendents, and other  
3           administrators, including training in—

4                   “(A) instructional leadership;

5                   “(B) behavioral supports in the school and  
6           classroom;

7                   “(C) paperwork reduction;

8                   “(D) promoting improved collaboration be-  
9           tween special education and general education  
10          teachers;

11                  “(E) assessment and accountability;

12                  “(F) ensuring effective learning environ-  
13          ments; and

14                  “(G) fostering positive relationships with  
15          parents.

16          “(b) PERSONNEL DEVELOPMENT; AUTHORIZED AC-  
17          TIVITIES.—

18           “(1) IN GENERAL.—In carrying out this sec-  
19          tion, the Secretary shall support activities to prepare  
20          personnel, including activities for the preparation of  
21          personnel who will serve children with high-incidence  
22          and low-incidence disabilities, consistent with the ob-  
23          jectives described in subsection (a).

1           “(2) AUTHORIZED ACTIVITIES.—Activities that  
2           may be carried out under this subsection include the  
3           following:

4                   “(A) Supporting collaborative personnel  
5                   preparation activities undertaken by institutions  
6                   of higher education, local educational agencies,  
7                   and other local entities—

8                           “(i) to improve and reform their exist-  
9                           ing programs, to support effective existing  
10                          programs, to support the development of  
11                          new programs, and to prepare teachers  
12                          and related services personnel—

13                                   “(I) to meet the diverse needs of  
14                                   children with disabilities for early  
15                                   intervention, educational, and transi-  
16                                   tional services; and

17                                   “(II) to work collaboratively in  
18                                   regular classroom settings; and

19                                   “(ii) to incorporate best practices and  
20                                   scientifically based research about pre-  
21                                   paring personnel—

22                                   “(I) so the personnel will have  
23                                   the knowledge and skills to improve  
24                                   educational results for children with  
25                                   disabilities; and



1                   “(II) to implement effective  
2                   teaching strategies and interventions  
3                   to prevent the misidentification, over-  
4                   identification, or underidentification  
5                   of children as having a disability, es-  
6                   pecially minority and limited English  
7                   proficient children.

8                   “(B) Developing, evaluating, and dissemi-  
9                   nating innovative models for the recruitment,  
10                  induction, retention, and assessment of highly  
11                  qualified teachers to reduce shortages in per-  
12                  sonnel.

13                  “(C) Providing continuous personnel prep-  
14                  aration, training, and professional development  
15                  designed to provide support and ensure reten-  
16                  tion of teachers and personnel who teach and  
17                  provide related services to children with disabil-  
18                  ities.

19                  “(D) Developing and improving programs  
20                  for paraprofessionals to become special edu-  
21                  cation teachers, related services personnel, and  
22                  early intervention personnel, including inter-  
23                  disciplinary training to enable the paraprofes-  
24                  sionals to improve early intervention, edu-

1           cational, and transitional results for children  
2           with disabilities.

3           “(E) Demonstrating models for the prepa-  
4           ration of, and interdisciplinary training of, early  
5           intervention, special education, and general edu-  
6           cation personnel, to enable the personnel to ac-  
7           quire the collaboration skills necessary to work  
8           within teams and to improve results for chil-  
9           dren with disabilities, particularly within the  
10          general education curriculum.

11          “(F) Promoting effective parental involve-  
12          ment practices to enable the personnel to work  
13          with parents and involve parents in the edu-  
14          cation of such parents’ children.

15          “(G) Promoting the transferability, across  
16          State and local jurisdictions, of licensure and  
17          certification of teachers and administrators  
18          working with such children.

19          “(H) Developing and disseminating models  
20          that prepare teachers with strategies, including  
21          positive behavioral interventions, for addressing  
22          the conduct of children with disabilities that im-  
23          pedes their learning and that of others in the  
24          classroom.

1           “(I) Developing and improving programs  
2           to enhance the ability of general education  
3           teachers, principals, school administrators, and  
4           school board members to improve results for  
5           children with disabilities.

6           “(J) Supporting institutions of higher edu-  
7           cation with minority enrollments of at least 25  
8           percent for the purpose of preparing personnel  
9           to work with children with disabilities.

10          “(K) Preparing personnel to work in high  
11          need elementary schools and secondary schools,  
12          including urban schools, rural schools, and  
13          schools operated by an entity described in sec-  
14          tion 7113(d)(1)(A)(ii) of the Elementary and  
15          Secondary Education Act of 1965, and schools  
16          that serve high numbers or percentages of lim-  
17          ited English proficient children.

18          “(L) Developing, evaluating, and dissemi-  
19          nating innovative models for the recruitment,  
20          induction, retention, and assessment of new,  
21          highly qualified teachers, especially from groups  
22          that are underrepresented in the teaching pro-  
23          fession, including individuals with disabilities.

24          “(c) LOW INCIDENCE DISABILITIES; AUTHORIZED  
25          ACTIVITIES.—

1           “(1) IN GENERAL.—In carrying out this sec-  
2           tion, the Secretary shall support activities, consistent  
3           with the objectives described in subsection (a), that  
4           benefit children with low incidence disabilities.

5           “(2) AUTHORIZED ACTIVITIES.—Activities that  
6           may be carried out under this subsection include ac-  
7           tivities such as the following:

8           “(A) Preparing persons who—

9                   “(i) have prior training in educational  
10                  and other related service fields; and

11                  “(ii) are studying to obtain degrees,  
12                  certificates, or licensure that will enable  
13                  the persons to assist children with low inci-  
14                  dence disabilities to achieve the objectives  
15                  set out in their individualized education  
16                  programs described in section 614(d), or to  
17                  assist infants and toddlers with low inci-  
18                  dence disabilities to achieve the outcomes  
19                  described in their individualized family  
20                  service plans described in section 636.

21           “(B) Providing personnel from various dis-  
22           ciplines with interdisciplinary training that will  
23           contribute to improvement in early intervention,  
24           educational, and transitional results for children  
25           with low incidence disabilities.

1           “(C) Preparing personnel in the innovative  
2           uses and application of technology, including  
3           universally designed technologies, assistive tech-  
4           nology devices, and assistive technology  
5           services—

6                   “(i) to enhance learning by children  
7                   with low incidence disabilities through  
8                   early intervention, educational, and transi-  
9                   tional services; and

10                   “(ii) to improve communication with  
11                   parents.

12           “(D) Preparing personnel who provide  
13           services to visually impaired or blind children to  
14           teach and use Braille in the provision of serv-  
15           ices to such children.

16           “(E) Preparing personnel to be qualified  
17           educational interpreters, to assist children with  
18           low incidence disabilities, particularly deaf and  
19           hard of hearing children in school and school  
20           related activities, and deaf and hard of hearing  
21           infants and toddlers and preschool children in  
22           early intervention and preschool programs.

23           “(F) Preparing personnel who provide  
24           services to children with significant cognitive

1 disabilities and children with multiple disabil-  
2 ities.

3 “(3) DEFINITION.—As used in this section, the  
4 term ‘low incidence disability’ means—

5 “(A) a visual or hearing impairment, or si-  
6 multaneous visual and hearing impairments;

7 “(B) a significant cognitive impairment; or

8 “(C) any impairment for which a small  
9 number of personnel with highly specialized  
10 skills and knowledge are needed in order for  
11 children with that impairment to receive early  
12 intervention services or a free appropriate pub-  
13 lic education.

14 “(4) SELECTION OF RECIPIENTS.—In selecting  
15 recipients under this subsection, the Secretary may  
16 give preference to eligible entities submitting appli-  
17 cations that include 1 or more of the following:

18 “(A) A proposal to prepare personnel in  
19 more than 1 low incidence disability, such as  
20 deaf and blindness.

21 “(B) A demonstration of an effective col-  
22 laboration with an eligible entity and a local  
23 educational agency that promotes recruitment  
24 and subsequent retention of highly qualified  
25 personnel to serve children with disabilities.

1           “(5) PREPARATION IN USE OF BRAILLE.—The  
2       Secretary shall ensure that all recipients of assist-  
3       ance under this subsection who will use that assist-  
4       ance to prepare personnel to provide services to vis-  
5       ually impaired or blind children that can appro-  
6       priately be provided in Braille will prepare those in-  
7       dividuals to provide those services in Braille.

8           “(d) LEADERSHIP PREPARATION; AUTHORIZED AC-  
9       TIVITIES.—

10           “(1) IN GENERAL.—In carrying out this sec-  
11       tion, the Secretary shall support leadership prepara-  
12       tion activities that are consistent with the objectives  
13       described in subsection (a).

14           “(2) AUTHORIZED ACTIVITIES.—Activities that  
15       may be carried out under this subsection include ac-  
16       tivities such as the following:

17           “(A) Preparing personnel at the graduate,  
18       doctoral, and postdoctoral levels of training to  
19       administer, enhance, or provide services to im-  
20       prove results for children with disabilities.

21           “(B) Providing interdisciplinary training  
22       for various types of leadership personnel, in-  
23       cluding teacher preparation faculty, administra-  
24       tors, researchers, supervisors, principals, related  
25       services personnel, and other persons whose

1 work affects early intervention, educational, and  
2 transitional services for children with disabili-  
3 ties.

4 “(e) ENHANCED SUPPORT AND TRAINING FOR BE-  
5 GINNING SPECIAL EDUCATORS; AUTHORIZED ACTIVI-  
6 TIES.—

7 “(1) IN GENERAL.—In carrying out this sec-  
8 tion, the Secretary shall support personnel prepara-  
9 tion activities that are consistent with the objectives  
10 described in subsection (a).

11 “(2) AUTHORIZED ACTIVITIES.—Activities that  
12 may be carried out under this subsection include—

13 “(A) enhancing and restructuring an exist-  
14 ing program or developing a preservice teacher  
15 education program, to prepare special education  
16 teachers, at colleges or departments of edu-  
17 cation within the institution of higher edu-  
18 cation, by incorporating an additional 5th year  
19 clinical learning opportunity, field experience, or  
20 supervised practicum into a program of prepa-  
21 ration and coursework for special education  
22 teachers; or

23 “(B) Creating or supporting professional  
24 development schools that provide—



1 “(i) high quality mentoring and induc-  
2 tion opportunities with ongoing support for  
3 beginning special education teachers; or

4 “(ii) inservice professional develop-  
5 ment to veteran special education teachers  
6 through the ongoing exchange of informa-  
7 tion and instructional strategies.

8 “(3) ELIGIBLE PARTNERSHIPS.—Eligible recipi-  
9 ents of assistance under this subsection are  
10 partnerships—

11 “(A) that shall consist of—

12 “(i) 1 or more institutions of higher  
13 education with special education personnel  
14 preparation programs; and

15 “(ii) 1 or more local educational agen-  
16 cies; and

17 “(iii) in the case of activities assisted  
18 under paragraph (2)(B), an elementary  
19 school or secondary school; and

20 “(B) that may include other entities eligi-  
21 ble for assistance under this part, such as a  
22 State educational agency.

23 “(4) PRIORITY.—In awarding grants or enter-  
24 ing into contracts or cooperative agreements under  
25 this subsection, the Secretary shall give priority to

1 partnerships that include local educational agencies  
2 that serve—

3 “(A) high numbers or percentages of low-  
4 income students; or

5 “(B) schools that have failed to make ade-  
6 quate yearly progress toward enabling children  
7 with disabilities to meet academic achievement  
8 standards.

9 “(f) TRAINING TO SUPPORT GENERAL EDUCATORS;  
10 AUTHORIZED ACTIVITIES.—

11 “(1) IN GENERAL.—In carrying out this sec-  
12 tion, the Secretary shall support personnel prepara-  
13 tion activities that are consistent with the objectives  
14 described in subsection (a).

15 “(2) AUTHORIZED ACTIVITIES.—Activities that  
16 may be carried out under this subsection include—

17 “(A) high quality professional development  
18 for general educators that develops the knowl-  
19 edge and skills, and enhances the ability, of  
20 general educators to—

21 “(i) use classroom-based techniques to  
22 identify students who may be eligible for  
23 special education services, and deliver in-  
24 struction in a way that meets the individ-  
25 ualized needs of children with disabilities

1 through appropriate supports, accommoda-  
2 tions, and curriculum modifications;

3 “(ii) use classroom-based techniques,  
4 such as scientifically based reading instruc-  
5 tion;

6 “(iii) work collaboratively with special  
7 education teachers and related services  
8 personnel;

9 “(iv) implement strategies, such as  
10 positive behavioral interventions—

11 “(I) to address the behavior of  
12 children with disabilities that impedes  
13 the learning of such children and oth-  
14 ers; or

15 “(II) to prevent children from  
16 being misidentified as children with  
17 disabilities;

18 “(v) prepare children with disabilities  
19 to participate in statewide assessments  
20 (with or without accommodations) and al-  
21 ternate assessments, as appropriate;

22 “(vi) develop effective practices for en-  
23 suring that all children with disabilities are  
24 a part of all accountability systems under

1 the Elementary and Secondary Education  
2 Act of 1965;

3 “(vii) work with and involve parents  
4 of children with disabilities in their child’s  
5 education;

6 “(viii) understand how to effectively  
7 construct IEPs, participate in IEP meet-  
8 ings, and implement IEPs; and

9 “(ix) in the case of principals and su-  
10 perintendents, be instructional leaders and  
11 promote improved collaboration between  
12 general educators, special education teach-  
13 ers, and related services personnel; and

14 “(B) release and planning time for the ac-  
15 tivities described in this subsection.

16 “(3) ELIGIBLE PARTNERSHIPS.—Eligible recipi-  
17 ents of assistance under this subsection are  
18 partnerships—

19 “(A) that consist of—

20 “(i) 1 or more institutions of higher  
21 education with special education personnel  
22 preparation programs; and

23 “(ii) 1 or more local educational agen-  
24 cies; and

1           “(B) that may include other entities eligi-  
2           ble for assistance under this part, such as a  
3           State educational agency.

4           “(g) APPLICATIONS.—

5           “(1) IN GENERAL.—Any eligible entity that de-  
6           sires to receive a grant, or enter into a contract or  
7           cooperative agreement, under this section shall sub-  
8           mit an application to the Secretary at such time, in  
9           such manner, and containing such information as  
10          the Secretary may require.

11          “(2) IDENTIFIED STATE NEEDS.—

12           “(A) REQUIREMENT TO ADDRESS IDENTI-  
13           FIED NEEDS.—Any application under sub-  
14           section (b), (c), (d), (e), or (f) shall include in-  
15           formation demonstrating to the satisfaction of  
16           the Secretary that the activities described in the  
17           application will address needs identified by the  
18           State or States the applicant proposes to serve,  
19           consistent with the needs identified in the State  
20           plan described in section 653(a)(2).

21           “(B) COOPERATION WITH STATE EDU-  
22           CATIONAL AGENCIES.—Any applicant that is  
23           not a local educational agency or a State edu-  
24           cational agency shall include in the application  
25           information demonstrating to the satisfaction of

1 the Secretary that the applicant and 1 or more  
2 State educational agencies or local educational  
3 agencies have engaged in a cooperative effort to  
4 carry out and monitor the project to be as-  
5 sisted.

6 “(3) ACCEPTANCE BY STATES OF PERSONNEL  
7 PREPARATION REQUIREMENTS.—The Secretary may  
8 require applicants to provide assurances from 1 or  
9 more States that such States intend to accept suc-  
10 cessful completion of the proposed personnel prepa-  
11 ration program as meeting State personnel stand-  
12 ards for serving children with disabilities or serving  
13 infants and toddlers with disabilities.

14 “(h) SELECTION OF RECIPIENTS.—

15 “(1) IMPACT OF PROJECT.—In selecting award  
16 recipients under this section, the Secretary shall con-  
17 sider the impact of the proposed project described in  
18 the application in meeting the need for personnel  
19 identified by the States.

20 “(2) REQUIREMENT FOR APPLICANTS TO MEET  
21 STATE AND PROFESSIONAL STANDARDS.—The Sec-  
22 retary shall make grants and enter into contracts  
23 and cooperative agreements under this section only  
24 to eligible applicants that meet State and profes-  
25 sionally recognized standards for the preparation of

1 special education and related services personnel, if  
2 the purpose of the project is to assist personnel in  
3 obtaining degrees.

4 “(3) PREFERENCES.—In selecting recipients  
5 under this section, the Secretary may give preference  
6 to institutions of higher education that are—

7 “(A) educating regular education personnel  
8 to meet the needs of children with disabilities in  
9 integrated settings;

10 “(B) educating special education personnel  
11 to work in collaboration with regular educators  
12 in integrated settings; and

13 “(C) successfully recruiting and preparing  
14 individuals with disabilities and individuals  
15 from groups that are underrepresented in the  
16 profession for which the institution of higher  
17 education is preparing individuals.

18 “(i) SERVICE OBLIGATION.—Each application for  
19 funds under subsections (b), (c), (d), and (e) shall include  
20 an assurance that the applicant will ensure that individ-  
21 uals who receive assistance under the proposed project will  
22 subsequently provide special education and related services  
23 to children with disabilities for a period of 1 year for every  
24 year for which assistance was received, or repay all or part

1 of the cost of that assistance, in accordance with regula-  
2 tions issued by the Secretary.

3 “(j) SCHOLARSHIPS.—The Secretary may include  
4 funds for scholarships, with necessary stipends and allow-  
5 ances, in awards under subsections (b), (c), (d), and (e).

6 “(k) DEFINITIONS.—In this section the term ‘per-  
7 sonnel’ means special education teachers, general edu-  
8 cation teachers, principals, administrators, related services  
9 personnel, paraprofessionals, and early intervention per-  
10 sonnel serving infants, toddlers, preschoolers, or children  
11 with disabilities.

12 “(l) AUTHORIZATION OF APPROPRIATIONS.—There  
13 are authorized to be appropriated to carry out this section  
14 such sums as may be necessary for each of the fiscal years  
15 2004 through 2009.

16 **“SEC. 665. STUDIES AND EVALUATIONS.**

17 “(a) STUDIES AND EVALUATIONS.—

18 “(1) DELEGATION.—The Secretary shall dele-  
19 gate to the Director of the Institute for Education  
20 Sciences responsibility to carry out this section.

21 “(2) ASSESSMENT.—The Secretary shall, di-  
22 rectly or through grants, contracts, or cooperative  
23 agreements awarded on a competitive basis, assess  
24 the progress in the implementation of this Act, in-



1 including the effectiveness of State and local efforts to  
2 provide—

3 “(A) a free appropriate public education to  
4 children with disabilities; and

5 “(B) early intervention services to infants  
6 and toddlers with disabilities, and infants and  
7 toddlers who would be at risk of having sub-  
8 stantial developmental delays if early interven-  
9 tion services were not provided to them.

10 “(b) NATIONAL ASSESSMENT.—

11 “(1) IN GENERAL.—The Secretary shall carry  
12 out a national assessment of activities carried out  
13 with Federal funds under this Act in order—

14 “(A) to determine the effectiveness of this  
15 Act in achieving its purposes;

16 “(B) to provide timely information to the  
17 President, Congress, the States, local edu-  
18 cational agencies, and the public on how to im-  
19 plement this Act more effectively; and

20 “(C) to provide the President and Con-  
21 gress with information that will be useful in de-  
22 veloping legislation to achieve the purposes of  
23 this Act more effectively.

24 “(2) CONSULTATION.—The Secretary shall  
25 plan, review, and conduct the national assessment

1 under this subsection in consultation with research-  
2 ers, State practitioners, local practitioners, parents  
3 of children with disabilities, and other appropriate  
4 individuals.

5 “(3) SCOPE OF ASSESSMENT.—The national as-  
6 sessment shall assess the—

7 “(A) implementation of programs assisted  
8 under this Act and the impact of those pro-  
9 grams on addressing the developmental, edu-  
10 cational, and transitional needs of, and improv-  
11 ing the academic achievement and functional  
12 outcomes of, children with disabilities to enable  
13 the children to reach challenging developmental  
14 goals and challenging State academic content  
15 standards based on State academic assess-  
16 ments, including alternate assessments;

17 “(B) types of programs and services that  
18 have demonstrated the greatest likelihood of  
19 helping students reach the challenging State  
20 academic content standards and developmental  
21 goals;

22 “(C) implementation of the personal prepa-  
23 ration and professional development activities  
24 assisted under this Act and the impact on in-  
25 struction, student academic achievement, and

1 teacher qualifications to enhance the ability of  
2 special education teachers and regular edu-  
3 cation teachers to improve results for children  
4 with disabilities; and

5 “(D) effectiveness of schools, local edu-  
6 cational agencies, States, and other recipients  
7 of assistance under this Act, in achieving the  
8 purposes of this Act in—

9 “(i) improving the academic achieve-  
10 ment of children with disabilities and their  
11 performance on regular statewide assess-  
12 ments, and the performance of children  
13 with disabilities on alternate assessments;

14 “(ii) improving the participation rate  
15 of children with disabilities in the general  
16 education curriculum;

17 “(iii) improving the transitions of chil-  
18 dren with disabilities at natural transition  
19 points;

20 “(iv) placing and serving children with  
21 disabilities, including minority children, in  
22 the least restrictive environment appro-  
23 priate;

24 “(v) preventing children with disabil-  
25 ities, especially children with emotional dis-

1                   turbances and specific learning disabilities,  
2                   from dropping out of school;

3                   “(vi) addressing the reading and lit-  
4                   eracy needs of children with disabilities;

5                   “(vii) coordinating services provided  
6                   under this Act with each other, with other  
7                   educational and pupil services (including  
8                   preschool services), and with health and  
9                   social services funded from other sources;

10                  “(viii) improving the participation of  
11                  parents of children with disabilities in the  
12                  education of their children;

13                  “(ix) resolving disagreements between  
14                  education personnel and parents through  
15                  alternate dispute resolution activities in-  
16                  cluding mediation; and

17                  “(x) reducing the misidentification of  
18                  children, especially minority and limited  
19                  English proficient children.

20                  “(4) INTERIM AND FINAL REPORTS.—The Sec-  
21                  retary shall submit to the President and Congress—

22                  “(A) an interim report that summarizes  
23                  the preliminary findings of the national assess-  
24                  ment not later than 3 years after the date of

1 enactment of the Individuals with Disabilities  
2 Education Improvement Act of 2003; and

3 “(B) a final report of the findings of the  
4 assessment not later than 5 years after the date  
5 of enactment of the Individuals with Disabilities  
6 Education Improvement Act of 2003.

7 “(c) STUDY ON ENSURING ACCOUNTABILITY FOR  
8 STUDENTS WITH SIGNIFICANT DISABILITIES.—The Sec-  
9 retary shall carry out a national study or studies to  
10 examine—

11 “(1) the criteria that States use to determine  
12 eligibility for alternate assessments and the number  
13 and type of children who take those assessments;

14 “(2) the validity and reliability of alternate as-  
15 sessment instruments and procedures;

16 “(3) the alignment of alternate assessments  
17 with State academic content and achievement stand-  
18 ards or with alternate academic achievement stand-  
19 ards; and

20 “(4) the use and effectiveness of alternate as-  
21 sessments in appropriately measuring student  
22 progress and outcomes specific to individualized in-  
23 structional need.

24 “(d) ANNUAL REPORT.—The Secretary shall provide  
25 an annual report to Congress that—

1           “(1) summarizes the research conducted under  
2           section 662;

3           “(2) analyzes and summarizes the data re-  
4           ported by the States and the Secretary of the Inte-  
5           rior under section 618;

6           “(3) summarizes the studies and evaluations  
7           conducted under this section and the timeline for  
8           their completion;

9           “(4) describes the extent and progress of the  
10          national assessment; and

11          “(5) describes the findings and determinations  
12          resulting from reviews of State implementation of  
13          this Act.

14          “(e) AUTHORIZED ACTIVITIES.—In carrying out this  
15          section, the Secretary may support objective studies, eval-  
16          uations, and assessments, including studies that—

17               “(1) analyze measurable impact, outcomes, and  
18               results achieved by State educational agencies and  
19               local educational agencies through their activities to  
20               reform policies, procedures, and practices designed  
21               to improve educational and transitional services and  
22               results for children with disabilities;

23               “(2) analyze State and local needs for profes-  
24               sional development, parent training, and other ap-

1       appropriate activities that can reduce the need for dis-  
2       ciplinary actions involving children with disabilities;

3               “(3) assess educational and transitional services  
4       and results for children with disabilities from minor-  
5       ity backgrounds, including—

6               “(A) data on—

7                       “(i) the number of minority children  
8                       who are referred for special education eval-  
9                       uation;

10                      “(ii) the number of minority children  
11                      who are receiving special education and re-  
12                      lated services and their educational or  
13                      other service placement;

14                      “(iii) the number of minority children  
15                      who graduated from secondary programs  
16                      with a regular diploma in the standard  
17                      number of years; and

18                      “(iv) the number of minority children  
19                      who drop out of the educational system;  
20                      and

21               “(B) the performance of children with dis-  
22       abilities from minority backgrounds on State  
23       assessments and other performance indicators  
24       established for all students;

1           “(4) measure educational and transitional serv-  
2           ices and results of children with disabilities served  
3           under this Act, including longitudinal studies that—

4                   “(A) examine educational and transitional  
5           services and results for children with disabilities  
6           who are 3 through 17 years of age and are re-  
7           ceiving special education and related services  
8           under this Act, using a national, representative  
9           sample of distinct age cohorts and disability  
10          categories; and

11                   “(B) examine educational results, transi-  
12          tion services, postsecondary placement, and em-  
13          ployment status of individuals with disabilities,  
14          18 through 21 years of age, who are receiving  
15          or have received special education and related  
16          services under this Act; and

17           “(5) identify and report on the placement of  
18          children with disabilities by disability category.

19          “(f) RESERVATION FOR STUDIES AND TECHNICAL  
20          ASSISTANCE.—

21                   “(1) IN GENERAL.—Except as provided in para-  
22          graph (2) and notwithstanding any other provision  
23          of this Act, the Secretary may reserve not more than  
24          ½ of 1 percent of the amount appropriated under  
25          parts B and C for each fiscal year to carry out this



1 section, of which not more than \$3,000,000 shall be  
2 available to carry out subsection (c).

3 “(2) MAXIMUM AMOUNT.—The maximum  
4 amount the Secretary may reserve under paragraph  
5 (1) for any fiscal year is \$40,000,000, increased by  
6 the cumulative rate of inflation since fiscal year  
7 2003.

8 **“Subpart 3—Supports To Improve Results for**  
9 **Children With Disabilities**

10 **“SEC. 670. PURPOSES.**

11 “The purposes of this subpart are to ensure that—

12 “(1) children with disabilities and their parents  
13 receive training and information on their rights, re-  
14 sponsibilities, and protections under this Act, in  
15 order to develop the skills necessary to cooperatively  
16 and effectively participate in planning and decision  
17 making relating to early intervention, educational,  
18 and transitional services;

19 “(2) parents, teachers, administrators, early  
20 intervention personnel, related services personnel,  
21 and transition personnel receive coordinated and ac-  
22 cessible technical assistance and information to as-  
23 sist them in improving early intervention, edu-  
24 cational, and transitional services and results for  
25 children with disabilities and their families; and

1           “(3) appropriate technology and media are re-  
2           searched, developed, and demonstrated, to improve  
3           and implement early intervention, educational, and  
4           transitional services and results for children with  
5           disabilities and their families.

6   **“SEC. 671. PARENT TRAINING AND INFORMATION CENTERS.**

7           “(a) PROGRAM AUTHORIZED.—The Secretary may  
8           award grants to, and enter into contracts and cooperative  
9           agreements with, parent organizations to support parent  
10          training and information centers to carry out activities  
11          under this section.

12          “(b) REQUIRED ACTIVITIES.—Each parent training  
13          and information center that receives assistance under this  
14          section shall—

15               “(1) provide training and information that  
16               meets the needs of parents of children with disabil-  
17               ities living in the area served by the center, particu-  
18               larly underserved parents and parents of children  
19               who may be inappropriately identified, to enable  
20               their children with disabilities to—

21                       “(A) meet developmental and functional  
22                       goals, and challenging academic achievement  
23                       goals that have been established for all children;  
24                       and

1           “(B) be prepared to lead productive inde-  
2           pendent adult lives, to the maximum extent pos-  
3           sible;

4           “(2) serve the parents of infants, toddlers, and  
5           children with the full range of disabilities described  
6           in section 602(3);

7           “(3) assist parents to—

8           “(A) better understand the nature of their  
9           children’s disabilities and their educational, de-  
10          velopmental, and transitional needs;

11          “(B) communicate effectively and work col-  
12          laboratively with personnel responsible for pro-  
13          viding special education, early intervention serv-  
14          ices, transition services, and related services;

15          “(C) participate in decisionmaking proc-  
16          esses and the development of individualized  
17          education programs under part B and individ-  
18          ualized family service plans under part C;

19          “(D) obtain appropriate information about  
20          the range, type, and quality of options, pro-  
21          grams, services, technologies, and research  
22          based practices and interventions, and resources  
23          available to assist children with disabilities and  
24          their families in school and at home;

1           “(E) understand the provisions of this Act  
2           for the education of, and the provision of early  
3           intervention services to, children with disabili-  
4           ties; and

5           “(F) participate in school reform activities;

6           “(4) in States where the State elects to contract  
7           with the parent training and information center,  
8           contract with State educational agencies to provide,  
9           consistent with subparagraphs (B) and (D) of sec-  
10          tion 615(e)(2), individuals who meet with parents to  
11          explain the mediation process to the parents;

12          “(5) assist parents in resolving disputes in the  
13          most expeditious and effective way possible, includ-  
14          ing encouraging the use, and explaining the benefits,  
15          of alternative methods of dispute resolution, such as  
16          the mediation process described in section 615(e);

17          “(6) assist parents and students with disabili-  
18          ties to understand their rights and responsibilities  
19          under this Act, including those under section 615(m)  
20          on the student’s reaching the age of majority;

21          “(7) assist parents to understand the avail-  
22          ability of, and how to effectively use, procedural  
23          safeguards under this Act;

1           “(8) assist parents in understanding, preparing  
2           for, and participating in, the process described in  
3           section 615(f)(1)(B);

4           “(9) establish cooperative partnerships with  
5           community parent resource centers funded under  
6           section 672;

7           “(10) network with appropriate clearinghouses,  
8           including organizations conducting national dissemi-  
9           nation activities under section 663, and with other  
10          national, State, and local organizations and agen-  
11          cies, such as protection and advocacy agencies, that  
12          serve parents and families of children with the full  
13          range of disabilities described in section 602(3); and

14          “(11) annually report to the Secretary on—

15               “(A) the number and demographics of par-  
16               ents to whom the center provided information  
17               and training in the most recently concluded fis-  
18               cal year;

19               “(B) the effectiveness of strategies used to  
20               reach and serve parents, including underserved  
21               parents of children with disabilities; and

22               “(C) the number of parents served who  
23               have resolved disputes through alternative  
24               methods of dispute resolution.

1       “(c) OPTIONAL ACTIVITIES.—A parent training and  
2 information center that receives assistance under this sec-  
3 tion may provide information to teachers and other profes-  
4 sionals to assist the teachers and professionals in improv-  
5 ing results for children with disabilities.

6       “(d) APPLICATION REQUIREMENTS.—Each applica-  
7 tion for assistance under this section shall identify with  
8 specificity the special efforts that the parent organization  
9 will undertake—

10           “(1) to ensure that the needs for training and  
11 information of underserved parents of children with  
12 disabilities in the area to be served are effectively  
13 met; and

14           “(2) to work with community based organiza-  
15 tions.

16       “(e) DISTRIBUTION OF FUNDS.—

17           “(1) IN GENERAL.—The Secretary shall—

18               “(A) make at least 1 award to a parent or-  
19 ganization in each State for a parent training  
20 and information center which is designated as  
21 the statewide parent training and information  
22 center; or

23               “(B) in the case of a large State, make  
24 awards to multiple parent training and informa-  
25 tion centers, but only if the centers demonstrate

1           that coordinated services and supports will  
2           occur among the multiple centers.

3           “(2) SELECTION REQUIREMENT.—The Sec-  
4           retary shall select among applications submitted by  
5           parent organizations in a State in a manner that en-  
6           sures the most effective assistance to parents, in-  
7           cluding parents in urban and rural areas, in the  
8           State.

9           “(f) QUARTERLY REVIEW.—

10           “(1) MEETINGS.—The board of directors of  
11           each parent organization that receives an award  
12           under this section shall meet at least once in each  
13           calendar quarter to review the activities for which  
14           the award was made.

15           “(2) CONTINUATION AWARD.—When an organi-  
16           zation requests a continuation award under this sec-  
17           tion, the board of directors shall submit to the Sec-  
18           retary a written review of the parent training and  
19           information program conducted by the organization  
20           during the preceding fiscal year.

21           “(g) DEFINITION OF PARENT ORGANIZATION.—As  
22           used in this section, the term ‘parent organization’ means  
23           a private nonprofit organization (other than an institution  
24           of higher education) that—

25           “(1) has a board of directors—

1           “(A) the majority of whom are parents of  
2           children with disabilities ages birth through 26;

3           “(B) that includes—

4                 “(i) individuals working in the fields  
5                 of special education, related services, and  
6                 early intervention; and

7                 “(ii) individuals with disabilities;

8           “(C) the parent and professional members  
9           of which are broadly representative of the popu-  
10          lation to be served; and

11          “(2) has as its mission serving families of chil-  
12          dren and youth with disabilities who—

13                 “(A) are ages birth through 26; and

14                 “(B) have the full range of disabilities de-  
15                 scribed in section 602(3).

16   **“SEC. 672. COMMUNITY PARENT RESOURCE CENTERS.**

17          “(a) IN GENERAL.—The Secretary may award grants  
18          to, and enter into contracts and cooperative agreements  
19          with, local parent organizations to support parent training  
20          and information centers that will help ensure that under-  
21          served parents of children with disabilities, including low  
22          income parents, parents of children with limited English  
23          proficiency, and parents with disabilities, have the training  
24          and information the parents need to enable the parents



1 to participate effectively in helping their children with  
2 disabilities—

3 “(1) to meet developmental and functional  
4 goals, and challenging academic achievement goals  
5 that have been established for all children; and

6 “(2) to be prepared to lead productive inde-  
7 pendent adult lives, to the maximum extent possible.

8 “(b) REQUIRED ACTIVITIES.—Each community par-  
9 ent resource center assisted under this section shall—

10 “(1) provide training and information that  
11 meets the training and information needs of parents  
12 of children with disabilities proposed to be served by  
13 the grant, contract, or cooperative agreement;

14 “(2) carry out the activities required of parent  
15 training and information centers under paragraphs  
16 (2) through (9) of section 671(b);

17 “(3) establish cooperative partnerships with the  
18 parent training and information centers funded  
19 under section 671; and

20 “(4) be designed to meet the specific needs of  
21 families who experience significant isolation from  
22 available sources of information and support.

23 “(c) DEFINITION.—As used in this section, the term  
24 ‘local parent organization’ means a parent organization,  
25 as defined in section 671(g), that—

1           “(1) has a board of directors the majority of  
2           whom are parents of children with disabilities ages  
3           birth through 26 from the community to be served;  
4           and

5           “(2) has as its mission serving parents of chil-  
6           dren with disabilities who—

7                   “(A) are ages birth through 26; and

8                   “(B) have the full range of disabilities de-  
9           scribed in section 602(3).

10   **“SEC. 673. TECHNICAL ASSISTANCE FOR PARENT TRAINING**  
11                   **AND INFORMATION CENTERS.**

12           “(a) IN GENERAL.—The Secretary may make an  
13   award to 1 parent organization (as defined in section  
14   671(g)) that receives assistance under section 671 to en-  
15   able the parent organization to provide technical assist-  
16   ance for developing, assisting, and coordinating parent  
17   training and information programs carried out by parent  
18   training and information centers receiving assistance  
19   under sections 671 and 672.

20           “(b) AUTHORIZED ACTIVITIES.—The Secretary may  
21   provide technical assistance to a parent training and infor-  
22   mation center under this section in areas such as—

23                   “(1) effective national coordination of parent  
24   training efforts, which includes encouraging collabo-

1 rative efforts among award recipients under sections  
2 671 and 672;

3 “(2) dissemination of information, scientifically  
4 based research, and research based practices and  
5 interventions;

6 “(3) promotion of the use of technology, includ-  
7 ing universally designed technologies, assistive tech-  
8 nology devices, and assistive technology services;

9 “(4) reaching underserved populations;

10 “(5) including children with disabilities in gen-  
11 eral education programs;

12 “(6) facilitation of transitions from—

13 “(A) early intervention services to pre-  
14 school;

15 “(B) preschool to elementary school;

16 “(C) elementary school to secondary  
17 school; and

18 “(D) secondary school to postsecondary en-  
19 vironments; and

20 “(7) promotion of alternative methods of dis-  
21 pute resolution, including mediation.

22 “(c) REGIONAL PARENT CENTERS.—The recipient of  
23 the award described in section 673(a) shall establish no  
24 fewer than 4 regional centers from the parent training and  
25 information centers and community parent resource cen-

1   ters receiving assistance under sections 671 and 672 for  
2   the purpose of carrying out the authorized activities de-  
3   scribed in subsection (b). These regional centers shall be  
4   selected on the basis of the center's—

5           “(1) willingness to be a regional parent center;

6           “(2) demonstrated expertise in the delivery of  
7       required parent training and information center ac-  
8       tivities described in section 671(b);

9           “(3) demonstrated capacity to deliver the au-  
10      thorized activities described in subsection (b);

11          “(4) history of collaboration with other parent  
12      training and information centers, community parent  
13      resource centers, regional resource centers, clearing-  
14      houses, and other projects; and

15          “(5) geographic location.

16      “(d) COLLABORATION WITH THE RESOURCE CEN-  
17      TERS.—The recipient of the award described in subsection  
18      (a), in conjunction with the regional parent centers de-  
19      scribed in subsection (c), shall develop collaborative agree-  
20      ments with the geographically appropriate Regional Re-  
21      source Center to further parent and professional collabora-  
22      tion.

1   **“SEC. 674. TECHNOLOGY DEVELOPMENT, DEMONSTRATION,**  
2                   **AND UTILIZATION; AND MEDIA SERVICES.**

3           “(a) IN GENERAL.—The Secretary, on a competitive  
4 basis, shall award grants to, and enter into contracts and  
5 cooperative agreements with, eligible entities to support  
6 activities described in subsections (b) and (c).

7           “(b) TECHNOLOGY DEVELOPMENT, DEMONSTRA-  
8 TION, AND USE.—

9           “(1) IN GENERAL.—In carrying out this sec-  
10 tion, the Secretary shall support activities to pro-  
11 mote the development, demonstration, and use of  
12 technology.

13           “(2) AUTHORIZED ACTIVITIES.—The following  
14 activities may be carried out under this subsection:

15           “(A) Conducting research on and pro-  
16 moting the demonstration and use of innova-  
17 tive, emerging, and universally designed tech-  
18 nologies for children with disabilities, by im-  
19 proving the transfer of technology from re-  
20 search and development to practice.

21           “(B) Supporting research, development,  
22 and dissemination of technology with universal  
23 design features, so that the technology is acces-  
24 sible to the broadest range of individuals with  
25 disabilities without further modification or ad-  
26 aptation.

1           “(C) Demonstrating the use of systems to  
2           provide parents and teachers with information  
3           and training concerning early diagnosis of,  
4           intervention for, and effective teaching strate-  
5           gies for, young children with reading disabil-  
6           ities.

7           “(D) Supporting the use of Internet-based  
8           communications for students with cognitive dis-  
9           abilities in order to maximize their academic  
10          and functional skills.

11          “(c) EDUCATIONAL MEDIA SERVICES; OPTIONAL AC-  
12          TIVITIES.—In carrying out this section, the Secretary may  
13          support—

14               “(1) educational media activities that are de-  
15               signed to be of educational value in the classroom  
16               setting to children with disabilities;

17               “(2) providing (A) video description, (B) open  
18               captioning, (C) closed captioning of television pro-  
19               grams, videos, or other materials appropriate for use  
20               in the classroom setting, or (D) news (but news only  
21               until September 30, 2006), when such services are  
22               not provided by the producer or distributor of such  
23               information, materials, or news, including programs  
24               and materials associated with new and emerging

1 technologies, such as CDs, DVDs, video streaming,  
2 and other forms of multimedia;

3 “(3) distributing materials described in para-  
4 graphs (1) and (2) through such mechanisms as a  
5 loan service; and

6 “(4) providing free educational materials, in-  
7 cluding textbooks, in accessible media for visually  
8 impaired and print disabled students in elementary  
9 schools and secondary schools.

10 “(d) APPLICATIONS.—Any eligible entity that wishes  
11 to receive a grant, or enter into a contract or cooperative  
12 agreement, under this section shall submit an application  
13 to the Secretary at such time, in such manner, and con-  
14 taining such information as the Secretary may require.

15 “(e) AUTHORIZATION OF APPROPRIATIONS.—There  
16 are authorized to be appropriated to carry out this section  
17 such sums as may be necessary for each of the fiscal years  
18 2004 through 2009.

19 **“SEC. 675. ACCESSIBILITY OF INSTRUCTIONAL MATERIALS.**

20 “(a) INSTRUCTIONAL MATERIALS ACCESSIBILITY  
21 STANDARD.—

22 “(1) ACCESSIBILITY STANDARD.—Not later  
23 than 180 days after the date of enactment of the In-  
24 dividuals with Disabilities Education Improvement  
25 Act of 2003, the Secretary shall, by rulemaking, pro-

1 mulgate an Instructional Materials Accessibility  
2 Standard which shall constitute the technical stand-  
3 ards to be used by publishers for the preparation of  
4 electronic files for States under section 612(a)(22).

5 “(2) RELATIONSHIP TO OTHER LAWS.—For  
6 purposes of this section:

7 “(A) AUTHORIZED ENTITY.—Notwith-  
8 standing the provisions of section 106 of title  
9 17, United States Code, it is not an infringe-  
10 ment of copyright for an authorized entity to  
11 reproduce or to distribute copies of the elec-  
12 tronic files described in section 612(a)(22)(B),  
13 containing the contents of the print instruc-  
14 tional materials using the Instructional Mate-  
15 rials Accessibility Standard, if such copies are  
16 used solely for reproduction or distribution of  
17 the contents of such print instructional mate-  
18 rials in specialized formats designed exclusively  
19 for use by the blind or other persons with print  
20 disabilities.

21 “(B) PUBLISHER.—Notwithstanding the  
22 provisions of section of 106 of title 17, United  
23 States Code, it is not an infringement of copy-  
24 right for a publisher to create and distribute  
25 copies of the electronic files described in section



1           612(a)(22)(B), containing the contents of the  
2           print instructional materials using the Instruc-  
3           tional Material Accessibility Standard, if such  
4           copies are used solely for reproduction or dis-  
5           tribution of the contents of such print instruc-  
6           tional materials in specialized formats designed  
7           exclusively for use by the blind or other persons  
8           with print disabilities.

9           “(C) COPIES.—Copies of the electronic  
10          files containing the contents of the print in-  
11          structional materials using the Instructional  
12          Materials Accessibility Standard shall be made  
13          in compliance with the provisions of section  
14          121(b) of title 17, United States Code, regard-  
15          ing the reproduction and distribution of copy-  
16          righted print instructional materials in special-  
17          ized formats.

18          “(3) DEFINITIONS.—In this section:

19               “(A) INSTRUCTIONAL MATERIALS ACCES-  
20               SIBILITY STANDARD.—The term ‘Instructional  
21               Materials Accessibility Standard’ means the  
22               technical standards described in paragraph (2),  
23               to be used in the preparation of electronic files  
24               suitable and used solely for efficient conversion  
25               into specialized formats.

1           “(B) BLIND OR OTHER PERSONS WITH  
2           PRINT DISABILITIES.—The term ‘blind or other  
3           persons with print disabilities’ means children  
4           served under this Act and who may qualify in  
5           accordance with the Act entitled “An Act to  
6           provide books for the adult blind”, approved  
7           March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487)  
8           to receive books and other publications pro-  
9           duced in specialized formats.

10           “(C) SPECIALIZED FORMATS.—The term  
11           ‘specialized formats’ has the meaning given the  
12           term in section 121(c)(3) of title 17, United  
13           States Code, and for the purposes of this sec-  
14           tion, includes synthesized speech, digital audio,  
15           and large print.

16           “(D) PRINT INSTRUCTIONAL MATE-  
17           RIALS.—The term ‘print instructional materials’  
18           means printed textbooks and related printed  
19           core materials that are written and published  
20           primarily for use in elementary school and sec-  
21           ondary school instruction and are required by a  
22           State educational agency or local educational  
23           agency for use by pupils in the classroom.

24           “(E) AUTHORIZED ENTITY.—The term  
25           ‘authorized entity’ has the meaning given the

1 term in section 121(c)(1) of title 17, United  
2 States Code.

3 “(4) APPLICABILITY.—This section shall apply  
4 to print instructional materials published and copy-  
5 righted after the date on which the final rule estab-  
6 lishing the Instructional Materials Accessibility  
7 Standard is published in the Federal Register.

8 “(b) NATIONAL INSTRUCTIONAL MATERIALS ACCESS  
9 CENTER.—

10 “(1) ESTABLISHMENT.—Not later than 2 years  
11 after the date of enactment of the Individuals with  
12 Disabilities Education Improvement Act of 2003, the  
13 Secretary shall establish a center, to be known as  
14 the National Instructional Materials Access Center,  
15 which shall coordinate the acquisition and distribu-  
16 tion of print instructional materials prepared in the  
17 Instructional Materials Accessibility Standard de-  
18 scribed in subsection (a)(2).

19 “(2) RESPONSIBILITIES.—The duties of the  
20 National Instructional Materials Access Center are  
21 the following:

22 “(A) To receive and maintain a catalog of  
23 print instructional materials made available  
24 under section 612(a)(22) and section 613(a)(6).

1           “(B) To provide authorized entities with  
2           access to such print instructional materials, free  
3           of charge, in accordance with such terms and  
4           procedures as the National Instructional Mate-  
5           rials Access Center may prescribe.

6           “(C) To develop, adopt, and publish proce-  
7           dures to protect against copyright infringement  
8           and otherwise to administratively assure compli-  
9           ance with title 17, United States Code, with re-  
10          spect to the print instructional materials pro-  
11          vided under section 612(a)(22) and section  
12          613(a)(6).

13          “(3) CONTRACT AUTHORIZED.—To assist in  
14          carrying out paragraph (1), the Secretary shall  
15          award, on a competitive basis, a contract renewable  
16          on a biennial basis with a nonprofit organization, or  
17          with a consortium of such organizations, determined  
18          by the Secretary to be best qualified to carry out the  
19          responsibilities described in paragraph (2). The con-  
20          tractor shall report directly to the Assistant Sec-  
21          retary for Special Education and Rehabilitative  
22          Services.

23          “(4) AUTHORIZATION OF APPROPRIATIONS.—  
24          There are authorized to be appropriated to carry out  
25          this subsection such sums as may be necessary.

1 **“SEC. 676. AUTHORIZATION OF APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out  
3 sections 671, 672, 673, and 663 such sums as may be  
4 necessary for each of the fiscal years 2004 through 2009.

5 **“Subpart 4—Interim Alternative Educational Set-**  
6 **tings, Behavioral Supports, and Whole School**  
7 **Interventions**

8 **“SEC. 681. PURPOSE.**

9 “The purpose of this subpart is to authorize re-  
10 sources to foster a safe learning environment that sup-  
11 ports academic achievement for all students by improving  
12 the quality of interim alternative educational settings, pro-  
13 viding more behavioral supports in schools, and supporting  
14 whole school interventions.

15 **“SEC. 682. DEFINITION OF ELIGIBLE ENTITY.**

16 “In this subpart, the term ‘eligible entity’ means—

17 “(1) a local educational agency; or

18 “(2) a consortium consisting of a local edu-  
19 cational agency and 1 or more of the following enti-  
20 ties:

21 “(A) another local educational agency;

22 “(B) a community-based organization with  
23 a demonstrated record of effectiveness in help-  
24 ing children with disabilities who have behav-  
25 ioral challenges succeed;

26 “(C) an institution of higher education;

1 “(D) a mental health provider; or

2 “(E) an educational service agency.

3 **“SEC. 683. PROGRAM AUTHORIZED.**

4 “The Secretary is authorized to award grants, on a  
5 competitive basis, to eligible entities to enable the eligible  
6 entities—

7 “(1) to establish or expand behavioral supports  
8 and whole school behavioral interventions by pro-  
9 viding for effective, research-based practices,  
10 including—

11 “(A) comprehensive, early screening efforts  
12 for students at risk for emotional and behav-  
13 ioral difficulties;

14 “(B) training for school staff on early  
15 identification, prereferral, and referral proce-  
16 dures;

17 “(C) training for administrators, teachers,  
18 related services personnel, behavioral specialists,  
19 and other school staff in whole school positive  
20 behavioral interventions and supports, behav-  
21 ioral intervention planning, and classroom and  
22 student management techniques;

23 “(D) joint training for administrators, par-  
24 ents, teachers, related services personnel, behav-  
25 ioral specialists, and other school staff on effec-

1           tive strategies for positive behavioral interven-  
2           tions and behavior management strategies that  
3           focus on the prevention of behavior problems;

4                 “(E) developing or implementing specific  
5           curricula, programs, or interventions aimed at  
6           addressing behavioral problems;

7                 “(F) stronger linkages between school-  
8           based services and community-based resources,  
9           such as community mental health and primary  
10          care providers; or

11                “(G) using behavioral specialists, related  
12          services personnel, and other staff necessary to  
13          implement behavioral supports; or

14          “(2) to improve interim alternative educational  
15          settings by—

16                 “(A) improving the training of administra-  
17          tors, teachers, related services personnel, behav-  
18          ioral specialists, and other school staff (includ-  
19          ing ongoing mentoring of new teachers);

20                 “(B) attracting and retaining a high qual-  
21          ity, diverse staff;

22                 “(C) providing for on-site counseling serv-  
23          ices;

24                 “(D) using research-based interventions,  
25          curriculum, and practices;

1           “(E) allowing students to use instructional  
2           technology that provides individualized instruc-  
3           tion;

4           “(F) ensuring that the services are fully  
5           consistent with the goals of the individual stu-  
6           dent’s IEP;

7           “(G) promoting effective case management  
8           and collaboration among parents, teachers, phy-  
9           sicians, related services personnel, behavioral  
10          specialists, principals, administrators, and other  
11          school staff;

12          “(H) promoting interagency coordination  
13          and coordinated service delivery among schools,  
14          juvenile courts, child welfare agencies, commu-  
15          nity mental health providers, primary care pro-  
16          viders, public recreation agencies, and commu-  
17          nity-based organizations; or

18          “(I) providing for behavioral specialists to  
19          help students transitioning from interim alter-  
20          native educational settings reintegrate into their  
21          regular classrooms.

22   **“SEC. 684. PROGRAM EVALUATIONS.**

23          “(a) REPORT AND EVALUATION.—Each eligible enti-  
24   ty receiving a grant under this subpart shall prepare and



1 submit annually to the Secretary a report on the outcomes  
2 of the activities assisted under the grant.

3 “(b) BEST PRACTICES ON WEBSITE.—The Secretary  
4 shall make available on the Department’s website informa-  
5 tion for parents, teachers, and school administrators on  
6 best practices for interim alternative educational settings,  
7 behavior supports, and whole school intervention.

8 **“SEC. 685. AUTHORIZATION OF APPROPRIATIONS.**

9 “There are authorized to be appropriated to carry out  
10 this subpart \$50,000,000 for fiscal year 2004 and such  
11 sums as may be necessary for each of the 5 succeeding  
12 fiscal years.”.